

Rubric for Online Discussion

Online discussion enhances learning by allowing people to share ideas, perspectives, and experiences with the entire class. You develop and refine your own thoughts through the writing process while broadening your classmates' understanding of the course content. This rubric explains how I assess participation in the online discussions.

Frequency	<ul style="list-style-type: none"> Minimum of two posts during the week with at least one by Wednesday midnight. (10 points)	<ul style="list-style-type: none"> At least one post during the week. (5 points)	<ul style="list-style-type: none"> No posts. (0 points)
Content, style, and sources	Posts: <ul style="list-style-type: none"> Advance discussion, are factually correct, and reflect upon the posts of others. Contain cited references to week's syllabus readings/videos. Are in an easy-to-read format and are free of grammatical or spelling errors. (10 points)	Posts: <ul style="list-style-type: none"> Repeat statements of others but do not enrich discussion (for example, "I agree with this"). Lack clear or cited references to assigned readings/videos. Contain some errors in clarity or mechanics. (5 points)	Posts: <ul style="list-style-type: none"> Are off-topic. Lack references to assigned readings/videos. (0 points)

Examples of posts that demonstrate higher levels of thinking:

"Some common themes I see between your statements and what Cleveland and Bunton write on page 273 are ..." (analysis)

"The argument that Simpson makes on page 17 is significant if we consider the relationship between ..." (synthesis)

"The article by Hafez should be assessed by these standards ..." (evaluation)